DOCUMENT RESUME

ED 076 500 SP 006 260

TITLE	Time and Opportunity. The School Year. The Fifth Report of the Commission on Public School Personnel Policies in Ohio.
INSTITUTION	Commission on Public School Personnel Policies in Ohio, Cleveland.
PUB DATE	Jun 72
NOTE	59p.
AVAILABLE FROM	Commission on Public School Personnel Policies in Ohio, 736 National City Bank Building, Cleveland, Ohio 44114 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Experimental Programs; *Extended School Year; *Flexible Schedules; *Flexible Scheduling; Learning; Scheduling; *School Calendars; School Planning; *School Schedules; Student Behavior
IDENTIFIERS	Ohio

ABSTRACT

This fifth report of the Commission on Public School Personnel Policies in Ohio approaches the question of the 180-day, 2-semester, set school calendar. The commission recommends a through examination of the possible benefits of a change in the scheduling of the school year. Several underlying reasons are identified: a) the traditional school year grew out of the economic needs of society, rather than the educational needs of children; b) the traditional summer vacation promotes inactivity, boredom, and, subsequently, criminal misbehavior for some, while with teachers there is a limitation of the professional and financial aspects of teaching due to the summer layoff; and c) the current, rigid school year ignores the fact that children learn in different ways and at different rates. This report reviews the Atlanta Four Quarter Plan and other possible alternatives and recommends that the Ohio State Department of Education initiate a pilot program based upon a consortium of contiguous school districts representing central city, suburban, and rural areas. Appendixes include additional calendar options and a section on calendar planning in Ohio. (JA)

FILMED FROM BEST AVAILABLE COPY

Other Commission Reports

Organizing for Learning

Organizing for Learning II:
Paths To More Flexible Staffing

Teacher Tenure

Teacher Evaluation To Improve Learning

Copies of this report can be obtained from:

Commission on Public School Personnel Policies in Ohio
736 National City Bank Building
Cleveland, Ohio 44114

Single copies $1.00
Five or more $ .75

Other Commission Reports: Single Copies $.75; five or more $.50

ED 076500

TIME AND OPPORTUNITY

—

THE SCHOOL YEAR

The Fifth Report of the

COMMISSION ON PUBLIC SCHOOL

PERSONNEL POLICIES IN OHIO

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY GCAF

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SP 006 360

Copyright© Greater Cleveland Associated Foundation 1972

COMMISSION ON PUBLIC SCHOOL PERSONNEL POLICIES IN OHIO

Stephen Stranahan, Chairman, Toledo
Walter E. Beckjord, Cincinnati
Mrs. Olle Bildsten, Chillicothe
Justice Lloyd O. Brown, Cleveland
Mrs. Jarret C. Chavous, Jr., Columbus
Hiram E. Cotton, Jr., Steubenville
James H. Culver, Warren
Mrs. R. D. Jessee, Lima
Mrs. Richard D. Levin, Dayton
Burton Preston, Mansfield
Carlton E. Spitzer, Columbus
Mrs. James Steiner, Akron
Milton J. Taylor, Lancaster
John W. Thatcher, Portsmouth
Michael M. Tymkiw, Parma
John H. Weeks, Lakewood

SUPPORTING FOUNDATIONS

The Louis D. Beaumont Foundation
Borden Foundation Inc.
The Cleveland Foundation
The Columbus Foundation
Greater Cleveland Associated Foundation
The George Gund Foundation
Hamilton Community Foundation
Charles F. Kettering Foundation
Nationwide Foundation
The Needmor Fund
The Procter and Gamble Fund
Richland County Foundation

STAFF

Richard A. Gardiner, Mentor Public Schools, Project Head
Laurence T. Mayher, Staff Director

Preface

This report describes ways of improving the education of students by better use of the school calendar. It is the fifth report of the Commission on Public School Personnel Policies in Ohio to the people of Ohio.

The commission's first and third reports, *Organizing for Learning*, and *Organizing for Learning II: Paths To More Flexible Staffing* deal with new ways of staffing schools to best meet the needs of students. The second report, *Teacher Tenure*, puts tenure in perspective and sets forth steps to improve the system of tenure. The fourth report, *Teacher Evaluation To Improve Learning*, describes the ineffectiveness of most present plans of evaluation and recommends action required to meet teacher needs.

As stated in the preface of earlier reports, the group of foundations throughout Ohio that appointed and funded the Commission have a long history of concern for public school education and a fundamental belief that results of the educational process depend in great part on the basic competence, training and utilization of the teaching staff. They established this statewide commission of laymen for the purpose of determining ways of achieving optimum quality and use of staff and enlarging the attractiveness of teaching as a career.

The Commission represents a wide range of points of view and came together with no political intent regarding legislative courses of action. Its aim is to look generally and objectively at ways of improving public school education within the scope of its particular interest in personnel policies.

The Commission has received much important counsel in the preparation of this report from educators throughout the country. It is particularly indebted to the following school officials, and to many teachers and students in their organizations:

Atlanta Public Schools

Dr. Curtis E. Henson, Assistant Superintendent for Instruction

Dr. Jarvis Barnes, Assistant Superintendent for Research and Development
Mr. John Bates, Comptroller
Dr. Curtis Dixon, Principal, Roosevelt High School
Mr. Alvin Dawson, Principal, Washington High School
Ms. Mary Ann Warthen, Coordinator of Visitor Services

Hayward Unified School District, California
Dr. Raymond G. Arveson, Superintendent
Dr. Eric V. Hawkinson, Assistant Superintendent
Dr. Wayne L. Sorenson, Director of Research
Mr. Robert Williams, Director of Elementary Education
Mr. Donald Oakes, Director of Secondary Education
Mr. Bernard Moura, Project Coordinator and Park School Principal

Valley View Elementary School District #96, Romeoville, Illinois
Dr. Kenneth Hermanson, Superintendent
Mr. James Gove, Assistant Superintendent
Mr. Pat Page, Administrative Assistant
Dr. William Rogge, Director of Evaluation, 45-15
Dr. Jack Orr, Implementation Director, 45-15
Romeoville High School
Mrs. Gail Vanderzanden, Deputy Director, 45-15
Demonstration Center

Prince William County School District, Dale City, Virginia
Dr. William A. Volk, Director of Research and Development

Champlain Valley Union High School, Hinesburg, Vermont
Mr. Johannes I. Olsen, Principal
Mr. Lucien E. Lambert, Assistant Principal
Mr. Paul D. Rice, Assistant Principal

Dade County, Miami, Florida
Mr. Martin Rubinstein, Project Manager, Quinmester Program
Mr. Lee Foster, Assistant Project Manager
Dr. Jerry Dreyfuss, Principal, Nautilus Junior High School
Mr. Alex Brommir, Principal, Miami Springs Senior High School
Mr. Ronald Ferrer, Assistant Principal, Miami Springs Senior High

Francis Howell School District, St. Charles, Missouri
Dr. Gene Henderson, Superintendent
Mr. Alan M. O'Dell, Director of Elementary Education
Mr. J. Dale Dunivan, Principal, Becky-David Intermediate School

Jefferson County Schools, Louisville, Kentucky
Dr. Oz Johnson, Assistant Superintendent

Molalla, Oregon School District #35
Dr. Sam D. Wilson, Superintendent

Akron Public Schools, Ohio
Dr. Leon Friedman, Executive Director, Personnel and Staff Relations

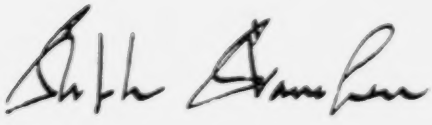
Butler and Hamilton County School Districts, Ohio
Mr. Don Morris, Project Director

Cincinnati Public Schools, Ohio
Mr. Roy Anderson, Director, Secondary Schools

Columbus Public Schools, Ohio
Dr. Howard Merriman, Executive Director, Evaluation, Research, and Planning

and to Dr. George I. Thomas, formerly consultant to the New York State Department of Education and Mr. George Jensen, President-Elect, National Council for Year Round Education.

Their information and opinions have been of invaluable assistance to the Commission.



Stephen Stranahan
Chairman

TABLE OF CONTENTS

	Preface	i
I.	A Reconsideration of The Traditional School Calendar	1
	Recommendations	2
II.	Doors Are Closed . . .	4
	The Agrarian School Calendar in the Context of the Seventies	6
	Calendar Effects on Learning Opportunities for Children	6
	Calendar Effects on Professional Needs of Teachers	10
III.	. . . And Doors Are Open	14
	The Atlanta Four Quarter Plan	15
	Positive Aspects	16
	Negative Aspects	20
	Elementary Application	20
	Hayward, California, Unified School District Compulsory Four Quarter Plan	21
	Motivating Objectives	21
	Enabling Legislation	22
	The Park Elementary School Four Quarter Plan	23
	Positive Aspects	24
	Negative Aspects	28
	Valley View School District #96, Romeoville, Illinois, Continuous School Year Program	29
	Motivating Objective	30
	The Valley View 45-15 Continuous School Year Program	31
	Positive Aspects	32
	Negative Aspects	35
IV.	A Pilot Project	37
V.	Time for Action	39
	Appendix I — Additional Calendar Options	43
	Appendix II — Calendar Planning in Ohio	49

I A RECONSIDERATION OF THE TRADITIONAL SCHOOL CALENDAR

Continued unquestioning adherence to an agrarian school calendar seriously limits the potential educational benefits that could be made available to Ohio school children. The present school calendar rests solely on the assumption that the traditional 180-day school "year," together with a 90-day summer vacation, and the usual seasonal vacations is the best way for most students to experience public school education.

The Commission seriously questions this assumption. It believes that the perpetuation of such a calendar is based not upon a sound analysis of what children need educationally, but rather upon a social phenomenon that has assumed the status of a tradition, both operationally and emotionally. There is no educational rationale capable of sustaining the 180-day calendar as opposed to a longer calendar such as 210, 225, or 240 days. Nor is there any educational rationale which sustains a 90-day summer vacation as something necessary for most children. There are no facts supporting these practices.

As we continue to operate with a calendar that once permitted children to work on farms during summer months, 24 percent of Ohio's school-aged children are turned loose annually on the streets of Ohio's nine largest cities. Although efforts have been valiant, city and community agencies have been unable to meet the educational and recreational needs of those children; vandalism and juvenile crime rates are on the rise; and employment opportunities for teenage youth are increasingly scarce.

Of greater and more general importance is the need to find ways of enabling all students to cope with the knowledge explosion of this era. Professional teachers are painfully aware of the educational system's shortcomings and their own needs for professional growth. As a result of these concerns, both professional and lay groups all over the country are actively exploring alternatives to present educational practices.

The Commission submits that there are stimulating alternatives to the traditional 180-day calendar which offer a wide variety of flexible options to school systems in Ohio as they seek to

meet the educational challenges of the 70's and beyond. Commission staff members have visited school systems across the nation which have employed these options, and report as characteristic of these systems, exciting examples of program development and curriculum revision and an overall revitalization of educational thinking. The important result is greater and more flexible learning opportunities for students, opportunities much more in tune with the individual learning and societal needs of children.

Recommendations

The Commission makes the following recommendations:

First

- That school systems throughout the State thoroughly examine the potential benefits of a rescheduled or extended school year.

- That the State Department of Education serve as a clearinghouse of information on school calendars throughout the country, and counsel school districts on planning for change and evaluating its results.

- That the State provide adequate research and development funds to finance preparation or start-up costs connected with the rescheduling or extension of the school year, and require an adequate plan for the evaluation of programs as a condition of financial support.

- That the School Foundation Program be revised to enable funding of additional instructional programs resulting from a rescheduling or extension of the school year.

Second

- That in addition to widespread local action, the State Department of Education take a leadership role in the estab-

lishment of a special pilot project to prepare, implement, and evaluate an extended or rearranged school year in adjacent school districts of diverse characteristics and needs. The purpose of such a project would be the generation of essential information concerning all aspects of a basic change in the school calendar, with heavy emphasis upon evaluation of the program and its effects upon student learning. The project would require:

1. Organizing and coordinating a consortium of cooperating schools in contiguous districts beginning in a central city, crossing suburban districts, and concluding in rural areas. The consortium would implement and carefully evaluate a pilot application of a rescheduled or extended school year.
2. Arranging for funding of the project by a combination of local, State, and Federal monies.
3. Providing that continuing data descriptive of the pilot project be compiled and made available to educators and lay people in the State of Ohio and nationally.

II DOORS ARE CLOSED . . .

On February 23, 1972, over 900 people representing every State in the Union, Guam, and Canada gathered for the 4th National Seminar on Year-Round Education in San Diego, California. Participants included board members, school administrators, teachers, representatives of educational organizations, and interested lay people. Although backgrounds were diverse, there was a common interest and concern over the present school calendar.

Interest in revising the school calendar is not a new phenomenon although it may never have been so intense and widespread. Identifiable waves of interest in rescheduling or changing the school calendar occurred in 1924-31, 1947-53, and again in 1963-66. The usual stimuli included growing enrollment, rising construction costs, and tight money. In general the interest tailed off when preliminary investigations turned up added cost factors. Today's interest stems from several impelling considerations in addition to cost.

The school calendar as we now know it assumed its present definition about the year 1915, as two conflicting interests were resolved. Up until that time, cities had favored long school years. For example, 19th century Baltimore, Buffalo, Chicago, Cincinnati, and New York schools operated on a full year basis. On the other hand, rural areas favored relatively short school years. There was no suburbia. One stepped out of the city and into rural America.

Schools appear to have responded primarily to the needs of the community and only secondarily to the educational needs of students. In cities, for instance, factory work generated full-time jobs, and school was a conveniently supervised place for children where they could also learn the simplistic reading, writing, and arithmetic skills necessary for their survival.

In rural areas needs were different. Every able-bodied person, including male teachers, was needed during spring, summer, and a part of the fall for work in the fields. As was the case in the cities, school served community needs first, with the educational needs of children a distant second priority. To oversimplify, in both cases curriculum content seems to have been determined via mutual consensus on a local level as to what skills and knowledges were essential for the average student. Required learning

then was defined primarily as memorization of skill patterns and appropriate facts.

Gradually cities moved to longer recesses at Christmas and Easter and two weeks in the summer while rural attendance patterns lengthened, and by about 1915 the "regular" school year of plus or minus 180 days became standard. This attendance pattern remains basically unchanged in 1972.

Until just recently, only the cold reality of economics — construction dollars needed to house growing enrollments — forced attention to the feasibility of a rescheduled school year. Aliquippa, Pennsylvania, for example, in 1928 went to a year-round school to avoid building new schools when tax money was short. However, when the money situation eased, the plan was dropped. This pattern was typical of most early plans where the major concern was saving money rather than improving education.

In summary, the school calendar settled upon in about 1915 is clearly a social phenomenon rather than a well-researched educational development. It was based purely upon the assumption that nine months is an ample amount of time in which to achieve desired levels of competence and knowledge for students over a twelve-year span and that the educational process generally benefits from provision for a long summer vacation.

Unfortunately, the calendar has become a deep-rooted tradition. Consequently, as we attempt to meet the real needs of students in the latter part of the twentieth century and consider alternative uses of available time, changes in the school year frequently become emotional issues.

Preference-type questions to individuals draw almost universally negative responses because the reaction is often immediate and tradition-centered, rather than carefully determined on the basis of the full range of advantages and disadvantages available in each calendar plan. In fact, most people are unaware of the variety of calendar options available, not to mention the potential educational benefits that could be realized in each. It seems imperative that more information be made available so that decisions can be made intelligently. It is also essential to consider objectively the apparent shortcomings in the typical school calendar against a background of little evidence that the calendar we are now following is beneficial to most students.

The Agrarian School Calendar in the Context of the Seventies

Drastic changes have occurred in the demands placed upon the educational system in the period since World War II. In this relatively short space of time we have seen the advent of atomic power, widespread use of television, computerization, jet airplanes, man's entry into space, and a vast change in the expectations of society. This knowledge explosion has been said to double the available store of knowledge every ten years.

Demand for reform of public schools has intensified in proportion to the magnitude and complexity of technological and social change. Federal and state governments have greatly increased educational funding; students have pressured for relevance of curriculum; taxpayers are increasingly concerned about the educational return on the tax dollar and reluctant to authorize greater expenditures unless assured of improvement in the quality of education.

For these reasons, educators all over the country are concerned about improving the educational process. Assumptions underlying all facets of that process are being critically examined, from student learning patterns to the training of teachers and their deployment in classrooms. One such assumption receiving increasing attention is the one supporting the traditional school calendar. It has critical implications for children and teachers.

Calendar Effects on Learning Opportunities for Children

There are two primary questions regarding the typical school year and its effect on students. The first has to do with the actual value of the long summer vacation. The second concerns the possibility that our present practice of shutting down regular schools for three months each year may actually reduce the effectiveness of what is attempted in the other nine months.

The traditional 180-day school year grew out of the economic needs of society rather than the educational needs of students and has become a deep-seated custom of society, as previously indicated. It is most often defended, with little basis in fact, on the grounds that children need a long period of rest and refreshment

during each year. There is no evidence, however, that children need any more than the much shorter vacations that usually provide sufficient periods of change and relaxation for adults.

The traditional year is also defended on the grounds that children should have the opportunity for worthwhile experiences other than school. Few students, however, camp, travel, or visit friends and relatives for the full summer vacation period each year.

On the other hand, in large cities, the annual summer release of tens of thousands of youngsters creates an immense burden for understaffed and under-financed recreational facilities; results in boredom; compounds the problem of supervision of youth, leading to vandalism, theft, and other crime; and finally in the case of older youth, floods the employment market with youngsters whose skill levels are not high enough to enable them to compete with college-age students or teachers for the few summer jobs available. In addition, it is an interesting paradox that a society concerned with summer refreshment of students has not hesitated to place the failing student in summer school, the student who logically might be most in need of refreshment.

With respect to the second primary question about the school year, educators have a growing concern about what now happens to students during the month of May and early June. It has been described as the "tooling down" period in schools. The problem is one of psychology and attitude and is not easily measurable, but attitude toward learning is being increasingly recognized as a major condition for success.

May is the month for winding down the educational machinery, for tying up loose ends, for preparing to close down the establishment, for getting ready for summer vacations and activities. In the absence of other data, it is necessary to rely on teachers for an assessment of what fails to be accomplished in the closing weeks of school, and teachers generally rate these weeks as low in productivity.

Educators are also concerned about indications that students do not "stand still" during the summer months in terms of acquired concepts and skills but rather regress to some point below the plateaus reached during the previous school year. This concern has been evidenced for years in typical texts and lesson planning,

particularly at the elementary level, where review of previous skill and concept levels is the order of business during the first three to six weeks in the fall before new learning is attempted. If the assumption of summer regression is correct, and it is currently being tested for hard data in several school systems where new school calendars have been adopted, the three to six week fall review period represents a significant loss of learning opportunity.

It is time to recognize fully that the typical school calendar is a carry-over from the past and has no clearly established educational validity. The best way to change is not completely clear, but the greatest challenges lie in finding the best ways to utilize the directed learning time of children, and in determining the most flexible design of learning opportunities to meet the changing needs of students. The present school calendar poses serious limitations in both respects.

Loss of directed learning time in the traditional school calendar may amount to six to ten weeks or more per year. For one child in twelve years, this loss of time totals 1½ to 2½ years. On a national scale, the figure is astronomical. In terms of effect on innate curiosity, respect for educational institutions, and establishment of life-long learning styles, the implications are frightening.

In an extended or rearranged school year, provisions for more directed learning time need not interfere with the basic need for children to "grow up" in the companionship of family and other children of the same age. The total number of years in elementary and secondary schools need not be reduced. Students can simply graduate from high school with greatly increased knowledge and capability.

The flexible design of learning opportunities is a second challenge with respect to the traditional school calendar. Recent advances in the behavioral sciences have reinforced and verified the fact that children learn at different rates and in different ways. The logical corollary is that it is incumbent upon a school system to provide a learning climate and instructional methodology which will accommodate different styles and rates of learning, both in and out of the school plant. Accordingly, educators across the country have philosophically committed themselves to the concept of individualized instruction as well as the implementation of

methodologies and the utilization of instructional materials supportive of that approach.

There are many obstacles in the way of carrying out that commitment to individualized instruction. One such obstacle is the constraints imposed by an inflexible school calendar. For example, a student who fails a required subject at the end of a semester may have to wait until the following year to make up the course. Under a quarter year plan, he could repeat the same course or remedy his deficiency in a related course in the quarter immediately following.

It is certainly true that school systems operating on a standard 180-day calendar can do much to individualize instruction. However, the longer the time available to students, the greater the flexibility in providing for their needs. For example, it is possible under some plans to provide a full year's part-time work opportunity for a high school student while he completes the equivalent of a full year's academic requirements.

A further practical, if not theoretical, consideration in favor of an extended or rearranged school year is that it can and often does force change and innovation in curriculum resulting in improved instruction for each individual student. It is still true that invention is frequently the result of necessity.

The educational calendar of the twenties and thirties — the calendar most of our schools presently follow — legitimated a disruption of the learning process and the consequent loss of learning time; that it also met the then current needs of the time is a function of their relatively simplistic nature. The needs of the seventies are not simplistic; they are highly complex. The Commission submits that continuing adherence to the traditional calendar with its constraints on program and method limits adequate preparation of children for the challenges of the seventies in terms of actual learning time. Furthermore, the present calendar cannot adequately support those innovations which promise greatly needed improvements in the educational process, such as those described in the Commission's first report, *"Organizing for Learning."* For the present school calendar stands as a barrier to effective educational change.

Calendar Effects on Professional Needs of Teachers

Teachers as a professional group bear the largest share of increasing responsibilities currently placed upon the educational system by vast social change and the "knowledge explosion." At the same time their opportunities for necessary professional growth are sharply limited by the traditional school calendar. And of course, the needs of teachers are inseparable from the needs of students, because students are heavily dependent upon the professional competence of their teachers.

Teachers have continuing needs for professional growth. They need to stay abreast of developments in their subject fields that reflect the ever-increasing store and availability of knowledge, improvements in curriculum design and orientation, and advances in learning theory. What alternatives are open to the professional teacher to meet these growth needs, given the constraints of the present 180-day calendar? They are primarily summer graduate work, concurrent graduate work, miscellaneous summer activities, and in-service activities.

Summer graduate work has been popular, and the long summer vacation has facilitated its scheduling by colleges of education. Teachers have an added incentive to secure graduate credits since salary schedules provide extra compensation for levels of credit attainment. Many courses completed are of questionable value, however, in terms of their actual effect on teacher competence and resultant benefit to students.

A major shortcoming of summer graduate work is that most of it takes place in college campus settings where opportunity for laboratory work with children is generally lacking. It seems only logical that class work would be more productive in terms of useful learning by teachers if it could be closely combined with classroom experience. This approach would be of particular importance in such areas as improved teaching methods and techniques of behavior modification where the need for contact with children for experimentation, evaluation, reinforcement, or adjustment of approach is immediately apparent.

Concurrent graduate work involves teachers enrolling in graduate school at the same time they are employed as full-time teachers. Attendance at classes is limited to late afternoons or evenings.

Although this approach provides for combining course work with classroom experience, its effectiveness as a means of professional growth is limited by the number of courses a teacher can take and the difficulty of combining college work with full-time teaching.

Miscellaneous summer activities that may benefit a teaching career include travel, both related and unrelated temporary employment, and general rest and recreational activities. Much can be said in support of these kinds of activities as means of attaining general education or facilitating the recuperation essential to a fresh start in the fall and a sustained educational effort in the ensuing school year.

However, while it is true that unrelated work experiences or travel do generate some spin-off effects in terms of additional teacher experience or the gaining of new insights, it seems doubtful that a teacher can spend a quarter of his time away from professional work every year and achieve necessary levels of professional growth. Further, many educators interviewed by Commission staff discounted the need for three months refreshment after nine months of teaching. It has also been disproved by those teachers successfully engaged in summer school teaching and in schools with extended calendars.

Teachers generally recognize the need for meaningful in-service education as an essential part of their professional growth. However, the present school calendar usually limits opportunities for in-service activities to afternoons after school when energy levels are low, evenings, the occasional professional day, and Saturdays. Opportunities for in-service education, then, from the standpoint of time and effectiveness are simply not adequate to meet professional growth needs of teachers.

Thus of the four alternative approaches for meeting the needs of teachers for professional growth, it appears that none is entirely adequate; yet the traditional school calendar supports and sustains their use.

Teaching should be a profession. Yet it is hard to find any profession where the practitioner may be denied the right actively to practice during a quarter of each year. A true professional should have the opportunity to work at his trade to the fullest of his capacity and desire, and is concerned about the regression in skill and knowledge that would take place were his progress to

be arbitrarily interrupted for long periods each year. This is not to say that some teachers are not highly effective during the traditional school year. It is simply to suggest that many would be better teachers if they had a full professional opportunity, and that many persons who might be highly successful teachers probably have been deterred from entering or staying in the field because of these limitations upon the profession.

It may be argued that a true professional should become absorbed in research and study during the summer months, but research and study in a field that is strongly student-oriented can become a sterile exercise without contact with students. Although scholarship in subject fields is necessary, the emphasis in elementary and secondary schools should be primarily on helping students to learn rather than the development of new knowledge in subject fields.

In addition to limiting the professional aspects of teaching, the typical school calendar limits the financial rewards that are possible in a situation with more available employment options. Since summer study is costly and often financially unrewarding, and many teachers have need for additional income, particularly to meet family obligations, summer jobs are frequently a necessity. In general, summer employment does not compensate teachers at their professional rate of pay. It is difficult to assess what happens to the attracting and holding power of teaching as a profession in this situation. Nonetheless it is highly probable that it deters many people who might be outstanding teachers from entering or staying in the field.

It seems clear that the standard school year seriously limits the attractiveness of career teaching as a profession, and thereby adversely affects the education of students. Of perhaps greater consequence is the sheer waste of teaching talent during months when teachers are shut out of schools. We cannot afford such waste of talent at a time of great need for education to meet the varied and complex demands of modern society.

The Commission concludes that neither the educational needs of children nor the professional needs of teachers are being adequately met by continued adherence to the traditional school calendar with its inflexible constraints and

attendant problems. Having reached the same conclusion, many school districts across the country have rearranged or extended school calendars. They have thereby reduced the negative impact of the traditional calendar upon students and more adequately met the professional needs of teachers. In each case where this realignment of time has occurred, the traditional 180-day approach has been radically altered. Outstanding examples of that alteration are described in the following chapter.

III . . . AND DOORS ARE OPEN

The central question to be raised in consideration of a rearranged or rescheduled school year is that of motivating objective. The nature of the objective will almost entirely determine which particular calendar plan will be selected.

There are two basic motivating objectives in existing plans for rescheduling or rearranging the school calendar. These are (1) improving both the quality and the flexibility of the educational program, and (2) gaining additional classroom space without further construction. These two objectives are not necessarily mutually exclusive in that improvement in quality and flexibility can occur in programs designed to acquire additional space. The difference is largely one of degree. Calendar options selected in order to avoid the cost of construction generally are those which mandate attendance, and thus create constraints which limit flexibility. Further, space-saving calendar options do not generally call for the same degree of curricular and program change needed in those plans motivated by program improvement.

This chapter will highlight the Atlanta, Georgia, Four Quarter Plan, the Hayward, California, Park Elementary Program, and The Valley View, Illinois, School District #96 "45-15 Continuous School Year Plan." The Atlanta and Hayward plans have as their motivational objective the improvement of the educational opportunities offered to children, and appear to the Commission to contain broad potential in the accomplishment of this objective. The Valley View 45-15 plan was motivated by the objective of gaining additional classroom space but does effect some of the improved learning conditions.

A synopsis of other plans appears separately in an appendix to this report. Hopefully that section will serve as a further reference guide for those districts interested in or needful of pursuing extended or rearranged school calendars.

Before examining these plans, there are two general points which should be made. First, rearranging or extending the school calendar should be considered only as a **means** by which a school district can attain a single objective, or more likely a series of ob-

jectives. In this light, an extended or rearranged calendar does not become an end in and of itself. It is instead an operating plan or alternative, a process which functions at the direction of those people who control it. An extended or rearranged school calendar then ideally should be operationally linked to a comprehensive plan with specific objectives which its successful implementation will facilitate.

Secondly, the major plans can be divided into two types, those plans characterized by voluntary attendance patterns and those characterized by mandated attendance patterns. In a voluntary attendance pattern some form of choice is available to students with respect to extra instructional time or varied calendar possibilities resulting from a rearranged or extended school year. In a mandated attendance plan, it is necessary to divide the student population on some basis, geographic for example, and arbitrarily to schedule the times when students will be in or out of school, effectively eliminating the element of choice.

Against the background of these general considerations, three alternatives to the present typical school calendar are illustrated in the following sections. All of these indicate that educational doors can be opened when doors to the school house remain open longer.

The Atlanta Four Quarter Plan

The Atlanta Public School System serves the educational needs of students in the capital of Georgia. It is an urban system with a student population in excess of 100,000 pupils, approximately 34,000 of whom are at the secondary level in grades eight through twelve.

In 1965, the Atlanta Area Teacher Education Service sponsored a Greater Atlanta Metropolitan Conference on the high school curriculum. That particular conference generated an interest in the use of the extended school year as a means for improving the quality and flexibility of the high school curriculum. For the Atlanta Public School staff, one of six participating school district staffs, this interest continued to build and culminated in an extensive effort to revise curriculum during the 1967-68 school year which intensified in the summer of 1968. Beginning in the fall of 1968, the Atlanta Public School Four Quarter Plan was

implemented at the secondary level in several schools designated as Four Quarter Centers. The program was expanded to include all 25 secondary schools in 1969.

The motivating objective for the Four Quarter Plan was that of creating the curricular flexibility necessary to meet the educational and societal needs of its students and improving the quality of the educational program.

The Atlanta Public School plan divides the secondary school year into three 12-week quarters and one 10-week summer quarter. After attending four consecutive quarters, students can attend any three of the following four, all four, or part-time in each of the four so long as their attendance is the equivalent of three quarters. Each quarter, students are given the opportunity to schedule the courses in which they wish to enroll.

As a result of the extensive curriculum revision, students are able to choose from approximately 900 different courses quarterly. Some 70% of these courses can be elected non-sequentially so that students at age 14, for example, can take courses with students at age 18, and the reverse. In general the math and language disciplines are the only disciplines that require prerequisite courses for admission. This method more effectively gears the curriculum and scheduling procedures to the individual needs of the children.

In considering the Atlanta Plan, it is important to keep in mind that the Four Quarter approach was adopted in a facilitative vein. It represented an adjustment in the operating procedures of the Atlanta Public Schools that would enable expansion of already existing staff efforts to provide better and more flexible learning opportunities for the district school children. It accomplished its purpose by means of removing the mechanical constraints imposed by a two semester, 180-day, summer school approach to the educational process.

Positive Aspects

Commission staff visited with central office administrators, building principals, teachers, and students, and found response to the Four Quarter Plan highly enthusiastic and favorable.

Allowing for differences in the degree of commitment at the local building level, the underlying objectives appear to

have been met. Among those interviewed, there was strong consensus that the curriculum, restructured in terms of specific measurable or observable performance objectives, had been vastly improved. Equally strong consensus obtained concerning the program's increased flexibility. A teacher's comment was representative. She noted that " . . . flexibility, variety, and professional growth are available to teachers and students — the doors **are** open."

Officials in Atlanta Public Schools are extremely reluctant to point to statistics as proof of Four Quarter educational effectiveness, as indeed are those persons interviewed in other school systems across the country with implemented calendar changes. The national consensus seems to be that there are far too many intervening variables to establish a valid cause and effect relationship.

The Atlanta people are nonetheless quick to point out the many benefits and learning opportunities now available to students that could not have occurred with such frequency and ease prior to the adoption of the Four Quarter Plan. They cite as examples an on-going reevaluation and revision of curricula; a significant increase in the number of children who graduate with more than the required number of course units; an increase of approximately 15% in the number of early graduates who go on to work or college; the advantage to students who fail a course in being quickly able to remedy that failure without waiting a full year, either by repeating that course or taking a related course offering; and statistics which show increasing enrollment in the fourth quarter over the past two years with more courses being taken by each student. In the fourth quarter of 1970, 10,484 students enrolled with an average load of 3.6 courses per pupil; fourth quarter 1971 saw the total increase to 11,666 students enrolled at an average of 3.7 courses per student. The increase was 1,182 students, or 11% over the 1970 fourth quarter attendance figure. Attendance is tuition-free during the fourth or summer quarter, as it is during the other three quarters.

Concurrent with the development of the Four Quarter flexibility came the development of new program and course options. Some of these programs are:

-- **The Exploratory Quarter Plan** in which students spend all day full-time in a career area of their interest, a law office for example,receiving high school credit for their observation and assistance.

-- **The Youth-Tutoring-Youth Program** in which students are first trained in methods of teaching reading and math and then tutor in the system's elementary and high schools on a full or part-time basis receiving credit for their efforts.
-- **The Downtown Learning Center Plan** wherein students spend one quarter full-time in an occupational setting such as an automotive repair shop, receiving credit for not only the occupational experience, but also related English and mathematics. This practice has also often led to part-time employment. (As a result of the emphasis on work study programs, 6,000 students currently are employed on a part-time basis.)
-- **A Production Laboratory** where students are employed by the school system and receive credit for the design and construction of furniture to be used in the schools.
-- **An Environmental Education Program** wherein credit is granted for community in-depth studies of physiological and sociological pollution. (An Atlanta official noted "We study hippies as well as air pollution.") These studies end in some form of media production for use in the elementary schools, high schools, and by public organizations.
-- **A Career Exploration Program** where students visit for half a day in various downtown business and occupational centers, sampling career alternatives first hand.
-- **A Pre-School Tutorial Program** in which high school students collaborate with area college students to train parents and conduct pre-school programs in homes and centers throughout the city.

Examples of unique course offerings in the summer program include a course in **Oceanography** taken at Sapelo Island off the Georgia coast at the University of Georgia Oceanography station where high school students work with college personnel in a scientific study situation; a summer camp program, dubbed **Survival,** in which students are trained in and receive credit for spending a period of days in the wilderness; and a summer camp program, part of **Youth in School Government,** in which students spend time brainstorming ideas as to how to improve programs and processes at their own school buildings, exchanging views with students in other buildings and returning to their own schools with the responsibility for implementing the programs conceived at camp.

Dr. Jarvis Barnes, Assistant Superintendent for Research Development, Atlanta Public Schools, reports that student demand for and interest in these courses and programs is powerful and increasing. He also noted that business and industry are enthusiastic and highly cooperative. It is admittedly difficult to evaluate the impact of the Four Quarter Plan and these programs in terms of hard data, and in Dr. Barnes' view the Atlanta objectives are pitched at a higher and more abstract level than can be measured by cognitive test results and failure or dropout reduction statistics alone. It is safe to assume, however, that more Atlanta students are in school now than would have been had the Four Quarter Plan and these special programs not been instituted, especially in the case of those 6,000 students employed part-time.

Teachers and principals were also high in their praise of what the Atlanta approach has done for the profession of teaching. Although it was generally agreed that more work was required in counseling students, preparing lessons, and meeting student interest needs, there was widespread and enthusiastic conviction that teachers and administrators were discharging their responsibilities to children far more effectively than ever before.

Male teachers were particularly pleased with the opportunity to work a longer year, and many teachers felt that the option to work a full year made them feel more truly professional, knowing there was no need to search for summer employment as painters, carpenters, and camp counselors, for example. It is significant to note that there are more teachers who want to work than there are positions available.

Several teachers and one administrator expressed gratification with summer scheduling which facilitates the teacher's working from 7:30 to 12:00 and attending graduate school in the afternoons, a process whereby graduate work can have immediate application and impact in the public school classroom. By working the fourth quarter, teachers were also better able to afford graduate study. Principals and teachers alike noted the increased levels of contact between public school teachers and college professors resulting from continuing attention to curriculum revision. It should be noted that the interviewer was permitted to visit teachers without administrators present and that views expressed appeared to be spontaneous.

Negative Aspects

The number one hurdle is the additional cost which is borne entirely by the Atlanta Public Schools Board of Education. State funding has been requested but thus far is not forthcoming. The 1970 summer quarter cost an additional $1,150,000 for salaries and instructional materials. The 1971 quarter cost projection was $1,300,000. It is important, however, to recall the Atlanta objective. Superintendent Letson says in a national magazine article, "We don't save dollars. Our goal is better education."

A second problem occurs in the scheduling process. Teachers and staff indicate increased paper work and curriculum advisement duties as a result of having to do the complete scheduling four times a year. The complaint seemed general but minor, however. Across the country school men indicated to Commission staff that scheduling is a problem, but not one that cannot be overcome if there is genuine commitment to the idea.

A third difficulty is the process of reorientation and increased planning load experienced by teachers. As noted earlier, however, most teachers felt the effects of this adjustment were positive to education, even though they generated more work.

It is significant that the local teachers' association is supportive of the Four Quarter Plan.

Elementary Application

Enthusiastic over the results of the Four Quarter Plan at the secondary level, Atlanta Public School officials are actively investigating elementary implementations based upon the same objectives of increased flexibility and improved quality. As was the case in the secondary program, the first step was revision of curriculum.

In the summer of 1971, approximately 40 elementary teachers representing grade levels K through 7 met to develop curriculum units aimed at attaining specific student performance objectives. The approach adopted was to list the kind of baseline minimum skills which should be obtained by each youngster at any given age level.

These curriculum units are presently being field-tested in one

elementary school. Atlanta plans to broaden the application of the curriculum units to 20 elementary schools in 1972-73 and beyond in 1973-74 depending upon outcomes. If this field testing is successful, the elementary units will be incorporated into a Four Quarter structure permitting elementary youngsters the option of attending school 230-240 days per year.

This interest in an elementary operation coupled with the evident success of the secondary Four Quarter is strong indication that the Atlanta Public School Plan is indeed one in which "... doors **are** open."

Hayward, California, Unified School District Compulsory Four Quarter Plan

Hayward is a community of 100,000 population located across the bay from and just south of San Francisco. Approximately 20% of the population is Mexican-American, 4½% black, 2½% Oriental, and the remainder primarily middle to upper middle class whites. The 25,000 pupils in the district are served by 34 elementary schools (K-6), seven junior high schools (7-8) and four senior high schools. Of these schools, only one, Park Elementary, is currently implementing the Compulsory Four Quarter plan. A second school, Sequoia Elementary, appears likely to implement the plan in the fall of 1972.

Motivating Objectives

Improvement of the instructional program through the development of an innovative organizational and curriculum plan was the major objective of the Park Four Quarter Plan. Park officials who conceived the plan were convinced that the traditional school calendar resulted in a significant waste of valuable learning time. Pointing to the final month of school, they concluded that very little if any new material was mastered as students and teachers alike anticipated the coming long vacation. The educational machinery in effect was "tooled down" to get ready for summer storage, and motivation levels were low as summer leisure activities were contemplated.

In September at the other end of the spectrum, there was a

need to "wind up" again, to review and reestablish prior levels of skill mastery and concept attainment, and to redevelop the mind set that is necessary for optimum learning efficiency. And there was the continuing problem of lack of adequate staff planning time which becomes increasingly important when individualized instruction is the major staff objective.

In addition, Park personnel raised significant questions concerning the ominous, if not clearly established, effects of the often hypothesized 'regression' factor on children. Do students lose skill and concept mastery as a result of the three month lay off in the summer? If so, to what degree? Can continuous schooling reduce such loss, if in fact it does occur?

Hayward officials realized from the outset that measurement of the impact of variables such as regression, boredom, review time, and enthusiastic response to something new would be most difficult if not impossible of attainment. Nonetheless the prospects of recapturing 6-10 weeks of learning time (May-June "tool-down," September-October review), finding more time for teacher planning and in-service, and the possibility of offsetting potential regression effects—in short the prospects of substantially improving the quality of the educational program, were great. Accordingly, the Park Four Quarter Plan was born.

After researching and developing the Park plan, prior to and during the 1966-67 school year, school officials applied for and received an ESEA Title III grant of slightly more than $50,000 for conducting a two-year feasibility study of the Park Elementary School Four Quarter Plan. The 1967-68 school year was utilized as the planning phase of the project in curriculum revision and in-service training. In the fall of 1968, the Park Four Quarter Plan became operational.

Enabling Legislation

It is interesting to note that enabling legislation for the Park Elementary program had to be enacted by the California legislature prior to implementation. A bill, EC 7495, was passed on August 6, 1968 granting a three-year period of operation. Coupled to that legislation was a mandate for an evaluation of all facets of the program's first year of operation with special attention to

the results of the California State testing program. Subsequently, general enabling legislation was passed covering implementation in all districts subject to approval by the State Department of Education.

In 1970, based on the evaluation of the first year's operation, the legislature granted a five-year extension of the program with a second evaluation due after the fourth year (1972-73) of operation. This report will be published in June of 1972.

The Park Elementary School Four Quarter Plan

The school calendar is divided into four quarters of approximately 50 days each with three weeks of vacation between quarters. In order to participate in the program, students must attend all four quarters. The program is voluntary in that students in the Park school zone whose parents do not want them to participate can be transported to another elementary school in the system with a traditional calendar. However, once commitment to participation has occurred, attendance in all four quarters becomes mandatory. Hayward school officials made this decision in order that the full benefits of the program would accrue to those students involved.

The net calendar effect is to increase the number of school days from the California minimum of 175 to approximately 196 days while redistributing remaining vacation time. Students take a full three week vacation between quarters while teachers spend part of this time on team planning, parent conferences, and in-service education. Regular Christmas and Easter vacations coincide with the Park three week quarter breaks.

Prior to the implementation of the plan, the Park school was committed to individualization of instruction. The basic program was and is non-graded, multi-aged, and continuous progress. Children are grouped in terms of ability levels with all classes having pupils with a two to three year age span. Student placement in classes is determined by teachers on the basis of the child's total needs, and he is placed on primary, middle or upper elementary levels. Emphasis is upon diagnosing individual needs, prescribing a "personalized" learning program and evaluating its effectiveness. In Hayward, as in Atlanta, the calendar change

was seen as a way of facilitating existing approaches to individualizing the instructional program.

Positive Aspects

The California enabling legislation tied the Park Plan to an effort to evaluate cognitive achievement, utilizing for reading the Stanford Achievement Reading Tests and for math, the SRA Achievement Series—Modern Math Understanding Tests. Evaluation of the first year results in comparison with a control elementary school, Eden Gardens, showed larger net gains in total months for Park students in both math and reading. However, Hayward officials, as did officials in Atlanta, refused to impute a cause-and-effect relationship, pointing to the existence of too many intervening variables such as socio-economic factors and the effect of being involved in something new as having a possible influence on the outcomes.

However, results of the evaluation conducted during the 1971-72 school year were similar to those of the 1968-69 study although this similarity is not completely clear because different achievement tests were utilized in the 1971-72 evaluation. Park students are still achieving above the district mean and about the same as other schools when compared with pupils from several schools of approximately similar socio-economic characteristics, minority enrollments, and scholastic aptitudes. The 1971-72 evaluation study also includes a follow-up of fifty 1969 graduates of Park Elementary. These students scored significantly higher in math and reading tests than other Winton Junior High eighth grade students. Once again, however, intervening variables preclude cause-and-effect explanations for Hayward school officials.

In addition to potential improvement in cognitive learning, there are other strong indications of the program's success. Individualized instruction has unquestionably been aided by the new calendar. For example, elementary teachers in primary grades report delight at not having to force a six-year old to finish a reading text by June if he has not attained the appropriate readiness level by then. In that case the student is not made to experience frustration and failure and can retain positive feelings about the school situation.

Teachers are accorded high degrees of professional responsibility in making decisions about readiness levels, and work carefully with a variety of instruments in the process. The Park Plan facilitates this kind of approach to the teaching-learning process by removing time constraints, thus allowing added flexibility for growth by an individual student at his own rate. Several teachers noted that children could now explore individual interests to a much greater degree than was previously true. Thus the consensus seemed to be that students "can and do enjoy school more," as one teacher put it.

Several interesting practices were reported at Park. Teachers identify children by means of student picture boards and place them by means of primary, middle, and upper elementary staff conferences where placement consensus occurs. Students are placed in terms of individual student needs utilizing both teacher perceptions of personality and results of student achievement, readiness, and interest tests.

There is no rigid ability grouping; teachers move students ahead on the basis of their ability to function with peer groups and in relationships with teachers, and in terms of student levels of achievement. The staff is open to suggestions for transferring students from one class to another at any time, on whatever basis. The upper elementary program is organized almost entirely in terms of independent study. Children at all levels are encouraged to work in mini-groups of two and three, and some curriculum areas are taught in mini-course units, social studies at the middle elementary level, for instance. Upper elementary children often serve as tutors to primary children. Finally, extensive use is made of 'staged contract' learning whereby students, singly or in small groups contract with their teachers to achieve certain goals by certain times with the teachers' role that of facilitator.

In addition to net gains evidenced on achievement testing, subjective reactions are beginning to filter back from Winton Junior High School which receives Park elementary students. One counselor there was quoted as observing that Park students in Winton Junior High are quick to assume a disproportionate share of leadership responsibilities, a condition the Park principal explained by noting, "We teach them to be verbal." A junior high teacher saw the independence variable to be high in Park

students. The Park principal suggested that such a situation might be the result of Park's heavy emphasis on individualized instruction and contract teaching. It should be borne in mind that these judgments are all subjective in nature; nonetheless, they certainly seem to reinforce and attest to the Park program's announced direction.

The judgments and the Park experience as a whole form the basis for a powerful commitment to the plan on the part of the teaching staff. Noted one upper elementary staff member who had taught in two other Hayward schools, "The situation is totally positive! The teachers feel it is the big forerunner of the coming 'thing' in education." This same teacher saw the parents as ". . . 1000% behind the staff and program." Teachers, in his view, thoroughly approved the program, ". . . working at top pace for ten weeks and then appreciating the three week break."

The Hayward first-year evaluation report most certainly reinforced the views cited above. 91% of Park teachers indicated belief that children received a better education at Park; 66% felt the program had improved their teaching skills; 79% indicated a belief that the program had stimulated creative ideas for them; and 71% believed the program had constructively increased their contacts with other professionals. Additionally, a survey of parent attitudes was conducted by The General Behavioral Systems, Inc. in October of 1968 and again in October of 1969. In the October, 1969, application, 79% of the parents surveyed indicated preference for the Park Four Quarter system and 83% indicated support of the underlying objectives.

These data are supplemented and enhanced by the findings of the 1971-72 evaluation effort. Using internal measurement devices, Hayward evaluation officials determined that 91% of the Park teachers agree the program is meeting its objectives; 77% agreed the Park plan offered more opportunity for individualized instruction; and 71% agreed that there was greater opportunity for self-motivation and self-direction for the child. 70% of the parents surveyed agreed that children had shown greater interest in school under the Park arrangement. Interestingly, 69% of the parents indicated that the Park Four Quarter had not interfered with family vacation plans.

Other teaching staff reactions included the judgment that

teachers do not need three months each year for a "battery recharge." A primary teacher noted an increasing sense of professionalism as she met her obligations to children, deriving both from the absence of need to create pressures on children to complete work by June, and the increasing need for professional diagnostic decisions essential to individualizing instruction. The representative of the teachers association felt that summer in school gave the children the freedom to grow. Further she noted that ". . . teachers . . . made an absolute contribution to the program. . ." and consequently felt a heightened sense of professionalism.

In-service and planning days in 1968-69 for Park staff totalled 26 as compared to 5 in the control school. In 1969-70, the second year of the plan, this number dropped to 10 as compared with 4 in the control school and has remained constant at that figure since. The annual six days of additional planning and in-service time represents a significant factor in the impact of the Park program according to Park staff members.

The observations of the building principal are also of importance. In reacting to the overall situation, he noted that neither teacher nor student fatigue is a factor. In support of his contention, he pointed out that most of the staff had worked three full years before asking for time off, and that, "Those students who were in kindergarten three and one half years ago are now in the middle of the third year and don't seem to be tiring of the program at all." Teachers verified these observations although admitting there was no supporting data. The principal further noted that the success of the program was entirely dependent upon the commitment and dedication of the staff and that their dedication was based on, ". . . the existing program, opportunities for personal development, and real participation in program development at decision-making levels. The staff made it work."

About the students, "Sure they like it," commented the principal. Behavior problem referrals have decreased greatly since the Park Four Quarter was instituted. The General Behavioral Systems, Inc., poll and interviews with Park students indicated in part that: the majority of children like the Four Quarter Plan; the shorter vacation and more of them are favored by pupils; the majority of the pupils feel that the shorter vacation helps them better to retain what they learn in school.

The principal's underlying philosophy is perhaps most descriptive of the Park plan. "Children," he contends, "are human beings who have needs. The school has the responsibility of meeting those needs."

Negative Aspects

The largest negative concerning the Park plan is the difficulty encountered in obtaining a valid measurement of the quantitative educational effect of the increased learning time, and the even greater difficulty in arriving at valid measurement of the non-cognitive effects of the program. Lacking hard data which will very likely be years in coming, program decisions are difficult at best. Positive and enthusiastic subjective response is everywhere abundant both verbally and in attitudinal surveys, and Hayward officials are most enthusiastic about the plan. However, they are quick to acknowledge the problem involved in meaningful evaluation.

Increased cost is occasioned by certificated and non-professional salaries for the additional 19 or 20 days as well as an increased amount for instructional materials. Both evaluation reports reveal that it amounts to approximately 10% more than the control school budget. However, the state of California makes additional money available to the district.

A third difficulty cited by teachers themselves is the necessity for a "mutual retraining and rethinking" of the entire approach to the educational program. It is safe to assume that at least some of this difficulty was occasioned by the thorough-going adherence to the individualized continuous progress approach.

Another very real problem is that of obtaining additional graduate credit while teaching full-time. Area institutions of higher education and school officials are considering ways of scheduling intensified classes during the short vacation periods as one solution.

A mild concern of the teacher association has to do with the fact that additional funds were being utilized to support the experiment at Park which might better be utilized in other facets of the Hayward program such as the reduction of class sizes.

And finally there is an educational problem, referred to by

Park staff as the "me-we dichotomy." Students in pursuit of individualized learning goals tend to become so absorbed in their own efforts that the rights of others become obscured by selfish motivations. This, however, primarily is a function of emphasis on individualization of instruction and probably can be overcome by the right type of dialogue.

Despite the problems, enthusiasm and excitement throughout the school seems to predominate. On the wall in the hallway of Park Elementary School there is a long mural made of bits and pieces of everything from sea shells to broken ceramic tiles. It depicts the school and its pupils at work and play in every season of the year. Created entirely by Park students with parental and staff guidance, it stands as a vivid symbol of the excitement and enthusiasm of those students who participated in the inauguration of the Four Quarter approach and who today are involved in the program.

Quite clearly, the Hayward plan is another example of an approach in which "doors **are**, in fact, open" for potentially improved educational experiences.

Valley View School District #96, Romeoville, Illinois, Continuous School Year Program

Located in Will County, north of Joliet, approximately 30 miles from the Chicago Loop, are the Valley View School District #96 and the recently organized Valley View High School District #211. The school systems in this rapidly growing suburban Chicago area, serve 7,711 students in grades K-8 and 2,250 students in grades 9-12. The growth of the community is a direct result of the exodus from Chicago of manufacturing, construction, and service industry employees and families. Most of these people have moved out from the Cook County Schools, with a majority from the City of Chicago. This population influx into the community has not been balanced by an increasing amount of industrial or commercial development, with a consequent strain on the district's ability to finance education.

Motivating Objective

Rearranging the school year into what has since become known as the Valley View "45-15" approach occurred purely because of a need for additional classroom space. In 1953 there was a total of 89 students in grades 1-8. School population today is in excess of 7,700 students in the elementary district alone, and that number is increasing in the amount of approximately 500 students per year. Enrollment projections indicate that by the end of the year 1980, 32,000 pupils will be enrolled in grades K-12. Pupil population was projected to reach the maximum building capacity in 1970, and the problem was compounded for the Valley View Schools by the passage of state legislation mandating a kindergarten program to take effect in all Illinois public schools by no later than July 1, 1970. This state mandate resulted in the need for the housing of over 500 additional kindergarten students in the 1970-71 school year, and existing facilities simply could not accommodate the increase.

Construction was out of the question. Citizens of the Valley View District have been most supportive, passing 21 consecutive school referenda. But 1968 district residents had taxed themselves to the legal bonding limitation of 5% of assessed valuation for building construction, and with bonding power exhausted, the district was forced to look for other alternatives.

In the final analysis, three alternatives were available to the school and the community as they sought to meet the population crisis. These were double shifts for students and teachers; 50-60 pupils in each classroom; or some form of a rearranged school calendar that would permit full utilization of existing facilities. The Board of Education opted for the last alternative and authorized a study in 1968 of some form of rearranged school calendar that would permit only three-fourths of the student body to be in attendance at any one time. The result of that study was the birth of the "Valley View 45-15 Continuous School Year Plan," which was first implemented on June 30, 1970, in all of the elementary school facilities in the Valley View School District #96.

The Valley View 45-15 Continuous School Year Program

Students attend school for 45 class days and vacation for 15. Four of these 45-15 cycles occur annually for each student. In order to make possible a workable attendance division, around each elementary building, the area is quartered geographically into four attendance zones, and these are labeled Tracks A, B, C, and D. Children in the same family are always placed on the same schedule. Track A begins school, goes for 15 days, and is joined by Track B; A and B go 15 days and are joined by Track C; A, B, and C go 15 more days at which time A goes on vacation and Track D takes A's place. This approach continues until all children have had 180 days of school. The calendar provides for honoring all legal holidays and a week of vacation at Christmas and Easter. There is a calendar adjustment period of approximately two to three weeks when students vacation and major maintenance activities occur. Then the whole process begins again. In this way only three-fourths of the school population is in school at any one time and building capacity effectively increases by one-third. For example, currently in Valley View there are 210 rooms available on a regular 180-day year basis, and 280 rooms available on 45-15. The increase is 70 or one-third of the 180-day room capacity.

The Valley View plan is similar to the first such staggered attendance plan in the country, the 9-week/3-week application in the Francis Howell School District, St. Charles, Missouri. It differs significantly, however, in that the St. Charles version instituted in 1969 in a single building, the Becky-David Elementary School, started three tracks at once and for the most part began each learning period on a Monday and concluded on a Friday, regardless of distribution of legal holidays. By contrast, Valley View phased in attendance a track at a time and assures 45 class days of attendance in every period by beginning and ending on any day of the week.

Present plans at Valley View call for implementation of the 45-15 at Romeoville High School, believed to be the first high school application in the country, in July of 1972.

Positive Aspects

Clearly, space gain has unqualifiedly been attained. The district has temporarily realized a 7.5 million dollar tax avoidance in construction costs. Given the projected enrollment figures for 1980, it is most certain that additional buildings will be needed, but if the present 45-15 plan is continued, for every four schools needed in the future, only three will have to be built. Commented one of the Valley View board members, "All plans are vehicles of education, and we selected our vehicle to meet our need—increasing enrollment." The same board member noted that were funds available, the board would most certainly opt for curricular improvement, enrichment, and remediation possibilities.

Despite the fact that little or no actual curricular change occurred at the elementary level prior to the implementation of the 45-15, staff members were quick to point out that certain improvements in the educational situation had in fact been accomplished. The president of the Valley View Education Association noted the education advantages of 45-15 as less student regression with shorter vacations, and reduced problems of adjustment and review. This belief was also expressed by several elementary teachers. Additionally, the May-June "tool-down" problem has been reduced in its effect upon students. Thus, lost learning time accruing from the need for review periods and the end of the year slack-off has been recaptured to some degree.

Perhaps the most exciting positive effect noted by the Valley View staff with respect to the educational process lies in the impetus to individualization of instruction given by the 45-15 calendar approach. The large majority of those Valley View staff members interviewed indicated that they felt that 45-15, with its high degree of student movement into and out of the program, generated a much greater need for a more individualized approach to the teaching-learning process. An official in the Valley View Education Association noted that the phenomenon of students coming into and leaving classrooms every 15 class days does in fact "create a push toward the non-graded, individualized approach, necessitating better utilization of space and materials." A central office administrator echoed the sentiment, observing the "...emphasis toward individualized instruction as having been given a

'shot in the arm' as a result of attempts to solve scheduling problems connected with 45-15."

Taking perhaps a larger view, another central office administrator cited a "psychological boost" emanating from the calendar change and ". . . stimulating innovative ideas and attitudes on the part of the teacher." He characterized the teacher perception of the calendar change as ". . . indicating a willingness on the part of the board to change."

Additional benefits for staff include the option of working under contracts of varying lengths during a full calendar year. Teachers had the opportunity of choosing from 42 different contract lengths ranging in number of days from 90 to 270 in the 1971-72 school year. A statistical report on the number of all teachers working in 1971-72 for various periods of time indicated that 3.12% of the teachers worked from 90 to 174 days; 32.9% worked a traditional school year of 180 days; 63.90% worked an extended year of from 181 to 270 days, including 31.23% who worked a full year of between 240 and 270 days.

The options inherent in such a contract arrangement proved particularly gratifying to the male teachers. Of the male teachers, 49.9% worked a full year in 1971-72 school year, as opposed to only 6.8 percent of male teachers who elected a traditional work year. In addition to direct monetary benefit, teachers gained great satisfaction from being able to obtain a complete annual return on their original training investment.

A principal pointed out that with the present contract options a teacher could make more money than a principal. He saw that fact as generating a heightened sense of career potential and professionalism. According to a Valley View Education Association official, "Teachers are now able to choose a contract to suit their own life styles."

With respect to curriculum revision, little or no significant change occurred in the elementary curriculum as has been noted earlier. Change in the junior high curriculum has centered for the most part upon the creation of mini-courses. Similar kinds of curricular changes are being made at the high school level as the staff there prepares to implement 45-15 in July of 1972.

According to the president of the American Federation of

Teachers Local #1291 at Romeoville High School, there was a definite increase in high school staff morale as a result of preparing for curriculum changes necessary to implement 45-15. He stated, "45-15 gave us our avenue for making what we consider to be significant changes." He was also pleased that the administration has encouraged teacher input into the curriculum revision and the decision-making process necessary to effect that revision. He attributed increased morale in large measure to this kind of participatory setting.

Valley View officials have evidenced a keen interest in longitudinal evaluation and are in the process of collecting baseline data regarding student achievement of 736 pupils in grades 1-6, with the sample having been stratified for verbal intelligence, school, sex, attendance group, and grade level. According to the director of project evaluation, full impact of the program in terms of its effect upon achievement of students will not be known for several years. Complicating the evaluation problem is the absence of any control school segment in that the 45-15 plan has been implemented in all Valley View Schools. Nonetheless, baseline information descriptive not only of the students but also of staff and parental attitudes and cost implications is being collected. Additionally, the Office of the Superintendent for Public Instruction at the State level is conducting an independent analysis of the entire 45-15 operation with results available in August, 1972.

There should be further benefit to students if attention to individualized instruction approaches the potential anticipated by staff members. In any event, there seems to be a heightened awareness of a need for the improvement of curriculum in the instructional program triggered by the adoption of the 45-15 plan, evidenced across the system.

A final and somewhat surprising benefit to students and their families should not go unnoticed even if not directly related to the educational program. Inherent in a 45-15 type calendar plan is an increase in vacation options. Students and their families experience three week vacation periods in each season of the year. Interviews were held with a number of students in the Becky-David Elementary School in the Francis Howell School District, Missouri, where the schedule is quite similar to that of Valley View. Student reactions to the calendar plan were sought, and though there were

some negatives, the following student comments are of interest:

"Dad and I can go deer hunting in season."

"I like it (calendar plan) cause the family can go camping."

"Dad works during the summer."

"You can't ice skate in summer!"

"I like to play in the snow and go snowmobiling."

"You see different things in wildlife parks in the winter."

It appeared evident that once families adjusted to the change, many experienced enjoyable variations to the usual plan of vacation.

Negative Aspects

By virtue of adherence to a strict 45-day total attendance period, some scheduling difficulties occurred in the first year of operation around Thanksgiving and Christmas with students scheduled to be in school the day after Thanksgiving and on one or two days during the week between Christmas and New Year's Day. As might have been expected, absenteeism on those days was high. Some calendar adjustments have been made to ease this problem, but it persists in other similar segments of the calendar.

A more significant problem has existed in the past in the form of tension on the part of the community emanating from a traditional schedule at the secondary level as opposed to 45-15 at the elementary level. As has been noted earlier, this difficulty will be eliminated as the high school implements 45-15 in July of 1972.

The fact that some students enter and leave each class every 15 days causes some confusion and disruption of instruction. This is especially a concern at the secondary levels. Continuing efforts at true individualization of instruction will be necessary to offset this particular program weakness.

A fourth difficulty arises in terms of the increased demands placed upon community auxiliary services to handle those children in the community on vacation at various times during the year. Community agencies have been somewhat hard pressed to design programs which can operate successfully at different seasons of the year. Progress has been made in this area, however, and school staff indicated that 45-15 has facilitated a much closer relationship between schools and other community agencies.

Perhaps the most significant problem occurring in the implementation of 45-15 arises from the fact that the 45-15 plan is a change for the sake of calendar rather than a change for the sake of curriculum or program. In the latter case the emphasis is on improved quality and flexibility in the educational program, and any potential calendar constraints are subordinate to the needs of that program. In the Valley View situation, calendar constraints upon the educational program must be tolerated in the interests of attaining additional space. It is therefore unfair to compare the Hayward and Atlanta plans with the 45-15 in that their basic underlying objectives were totally different.

This statement is not intended to be critical of the Valley View program. It reflects the fact that the Valley View program was motivated by an entirely different objective from that underlying program changes in Atlanta and Hayward. In the Valley View situation, of necessity, the calendar change preceded change in program. The board and administration in Valley View had little choice in the matter and are committed to program improvement in the future.

The way time is utilized in the Valley View 45-15 continuous school year approach has strong potential for alleviating problems of lost learning time and the potential negative effect of so-called summer regression. That potential when coupled with the potential for increased emphasis on individualization of instruction and the impetus toward change evidenced by staff members and board members alike testify that ". . .doors are open" in the Valley View system. Furthermore, the Valley View plan has met the original objective of temporarily avoiding the additional tax increases necessary to finance new construction and does enable fuller utilization of existing school facilities.

IV A PILOT PROJECT

Many school districts are considering ways of enlarging the educational opportunity of students by rearranging or extending the school year. The greatest obstacle they face is the lack of hard data on results of new programs due to incomplete or nonexistent plans for their evaluation. This problem is complicated by the dissimilarity of programs, communities, and motivating objectives in school systems that are effecting calendar change.

The Commission urges school districts to take independent action in exploring and implementing new ways of structuring the school year. All efforts in this direction would greatly benefit, however, if a group of schools did the same thing at the same time and evaluated their results in the same manner. The benefits would be joint planning, compulsion to follow a common plan of evaluation, and the possibility of identifying reasons why comparable schools may have different results. Of perhaps greatest importance would be the opportunity to include a variety of communities in the group in order to measure results in terms of community characteristics.

The Commission proposes that the State Department of Education organize and coordinate a pilot project based upon a consortium of contiguous school districts representing central city, suburban, and rural areas. These districts would jointly select and implement a school calendar plan for elementary and secondary schools. There could be a different plan for each level, but the ultimate plan or plans would be uniform throughout the consortium, utilizing the same program, organization, and curriculum at both elementary and secondary levels. The plan could be implemented in one or more or all of the schools in a district.

Concurrent with the development of the pilot calendar plan would be the development of a rigorous evaluation design in order to monitor activities and results. Data could then be generated on all phases of the project from tool-up and initial implementation to longitudinal studies comparing progress of students in experimental settings with that of students in control schools operating on standard calendars.

Utilizing adjacent school districts would greatly facilitate the

logistics of managing the overall project, speed the compilation and dissemination of data, and facilitate project demonstration. An important side benefit could be the emergence of exciting opportunities for inter-system program sharing at the instructional level.

Absence of data and dissimilarities in the areas mentioned above have resulted in a welter of confusion in communities all over the country as they consider change in school calendars. Accordingly the Commission feels strongly that data produced by the recommended pilot project, covering a wide range of community backgrounds and student needs, and collected in a carefully controlled, research-oriented manner, would prove of invaluable assistance to school districts everywhere in their consideration of proposed calendar alternatives.

The Commission fully recognizes the enormous difficulties in bringing about the degree of community and administrative cooperation that is envisaged in its proposal. Keys to success would be community interest in capitalizing on educational opportunities, strong central leadership, full cooperation of all school staff involved, and the financial incentive of adequate program funding. The Commission recommends that the State Department of Education take the role of leadership and that the State provide special funds for planning, implementation and evaluation of the project, and the dissemination of project results.

V TIME FOR ACTION

There can be little doubt that educators and laymen across the nation are actively seeking ways to improve the educational process. Recent widespread criticism of public schools has served as partial motivation for the current thrust toward educational improvement. Some of that criticism is justly deserved. There are schools where students do not learn to read, where student interest is allowed to disappear, where crime is a growing problem, and where public respect for teachers has seriously declined. There are also schools whose primary interests seem to lie in maintaining the status quo rather than attempting to adapt to conditions as they really are in the 1970's.

A change in the length or arrangement of the school calendar is surely not the panacea. But it is a means for educational improvement with a potential which has thoroughly aroused the enthusiasm of educators all over the country. These educators see it as a way of changing much of what is wrong with present approaches to the education of students. Those who have implemented calendar changes place heavy emphasis on increasing the flexibility of learning opportunities, revising and restructuring curricular offerings, and removing artificial and mechanical constraints on learning. They see a strong potential for and impetus toward the development of new programs calling for the interplay of experiences in and out of the school setting.

One major objection to lengthening the school year is a fear that it will simply provide for more of the same type of school experience that has led to widespread disappointment in public schools in recent years. Surely "more of the same" will be of little benefit and could do great harm. It is a fact, however, that the kind of change witnessed in school districts that are rearranging or extending school calendars is generating an excitement and enthusiasm on the part of students and parents that augurs well for the rate and extent of student learning. It is also opening up challenging possibilities for new interaction between teachers, students of curriculum, and university professors that can directly

benefit children through better ways of teaching and the greater professional growth of teachers.

It is a common belief that it takes forty or fifty years to bring about significant change in education. This condition is not necessarily the result of a shortage of new ideas. It is more likely the result of failure carefully to evaluate results and correct for deficiencies in initial plans. This is the time for action that combines new thinking, thorough planning, meticulous evaluation, and persistence in the refinement of plans to meet the huge needs for improvement in public school education.

APPENDICES

APPENDIX I

ADDITIONAL CALENDAR OPTIONS

Dade County Schools, Miami Beach, Florida

District Size: 250,000 pupils of which 113,300 are secondary level, 7-12.

Motivating Objective: Gaining additional space without capital outlay for construction. (About half of secondary schools are on double sessions.) Space objective later combined with emphasis on improved quality through curricular revision. (Began Summer 1971.)

The Plan: Optional Quinmester

Similar to four quarter plan except that the secondary year is divided into five 9-week quinmesters. (225 days possible.) Students can attend any four of the five "Quins" or can elect all five for acceleration, enrichment or remediation.

Extent of Implementation: In 1971-72 three high schools and four junior high schools (15,000 pupils) implemented the "Quin" plan in a pilot application. It is projected for 1972-73, that 8 senior high schools and 11 junior high schools (28,650 pupils) will operate on the "Quin." In addition, an in-depth feasibility study will be conducted at six elementary schools.

Financial Impact: Anticipated space gain of 20%, if students voluntarily stagger attendance over 5 quins. The total projected cost for 19 schools on summer "Quin" is $3,242,881 of which $744,188 is supplied locally, the remainder by the state. $490,000 was used for start-up development. An additional $490,000 is being requested for continued development in 1972-73.

Positive Aspects

--Curriculum has been revised into approximately 1300 "Quin" courses, many non-sequential, and is built in terms of performance objectives.

--Limited achievement testing in one school shows six-tenths of a year gain in math and one and one-tenth year gain in reading during the 1971 summer "Quin." Only 2,572 pupils, approximately 39%, out of a total possible of 6,350 enrolled in the 1971

summer "Quin," thus falling short of necessary space utilization gain (in theory 80% should attend.)

Major Problems Cited

--The need for more effective management and administrative techniques at the school building level such as in the scheduling of students and courses and record-keeping.

--Increased need for additional instructional materials.

--New students every 9 weeks results in weakened teacher-student rapport.

--Expansion without proper evaluation - Classroom Teachers Association concern.

--General concern over the initial differences between the theoretical model and the practical reality.

Champlain Valley Union High School, Hinesburg, Vermont

District Size: One senior high school 9-12, with approximately 1,000 students.

Motivating Objective: Initially space-saving, the objective changed to improving program flexibility in response to the cutback in expansion plans of area industrial concerns, and adverse community reaction.

The Plan: Initially 45-15, the plan was modified to become the "Multiple Access Plan." Beginning in the fall 1972, students must attend the first quarter and can then elect any three or more of the ten other possible 9-week quarters. The first quarter is scheduled to run from September 4th through November 8th; the second begins November 9th; the third begins November 27th; the fourth, January 1st and so on into and through the summer. The plan relies heavily on individualized instruction, continuous progress, various independent study arrangements, and flexible scheduling for its potential success.

Extent of Implementation: Projected for the high school only. No plans for extension to each of the 6 feeder K-8 elementary districts.

Financial Impact: Space-saving anticipated as students internalize opportunities. It is anticipated that operating expenses will increase but the extent is, of course, unknown.

Positive Aspects

--The plan has the potential for achieving broad calendar and program flexibility.

--It will strongly reinforce existing thrusts toward individualized instruction, as well as emphasize the need to expand program options to meet individual student needs.

--The present program facilitates education in a community setting — in-service projects designed by students in cooperation with community agencies (Do Unto Others, D.U.O.) The new plan should increase opportunities to move the educational environment out of the classroom.

--Curriculum evaluation and development will become part of selected teachers' regular school year assignment, rendering continuation of such work integral to rather than isolated from the teaching-learning process.

--Teachers' roles as facilitators should become more clearly defined as such.

Major Problems Cited

--The usual concerns over the unknown.

--A need to attract students to calendar combinations that include summer time attendance.

--The present program has a high level of "internal mobility" (flexibility and freedom to meet student needs). Some teachers are concerned that Multiple Access will diminish that.

--Dispute over method of determining salaries for additional teaching time.

Prince William County School District, Virginia

The district utilizes 45-15 in three elementary schools and one middle school serving approximately 4,000 students out of a total county school population of 34,000 on a pilot project basis. Cost of implementation was $218,173, the bulk of which went for air conditioning. Motivation was a need for more space, coupled internally with a commitment to improve the educational program by means of individualizing instruction. The Mills E. Godwin Middle School incorporates a teamed approach to teaching in open-space areas utilizing curriculum units restructured to meet the calendar constraints of 45-15.

Implemented in summer of 1971, it is believed to be the only program of its kind on the East Coast. The State Department of Education is supportive, if and only if education is thereby improved, and the program design places heavy emphasis on evaluation.

It is of interest that the Virginia Legislature has appropriated one million dollars for the current biennium to support the implementation of year-round schools. School officials in Dale City, therefore, plan to implement 45-15 at the new Gar-Field High School in June or July of 1973.

Francis Howell School District, St. Charles, Missouri

This District has operated the 9-week/3-week version of Year Round School since the summer of 1969, responding to a need for additional classroom space. Three elementary schools serving 2,350 children are involved, one of which, Becky-David Elementary School, is believed to be the first such operation in the country. The 9-week/3-week plan is the forerunner of the 45-15 and operates on the same principles with some minor scheduling differences.

La Mesa-Spring Valley and Chula Vista, California

Both are currently piloting 45-15 applications. **San Diego** will implement 45-15 in five elementary schools this summer.

Rotating Four Quarter Plan

This plan mandates attendance patterns for all students in such a way that ¼ of the students are on vacation for three months, while ¾'s of the students are in attendance. Using quarters of approximately 12 weeks in length, this plan schedules students vacations at times decided by school officials. It was this approach which was the object of intensive investigation by the **State of Michigan** in a feasibility study completed October 8, 1970. The idea was dropped because of the enforced three month vacation period in winter. It is currently in operation in **Molalla, Oregon** in grades

1-8, with 11,000 students participating. The program was instituted in June of 1971.

Franklin Pierce School District, Tacoma, Washington

This district is operating a 4-1-4-1, Interim Month System of Year-Round School on a pilot basis, wherein students attend four months studying regular classwork, a month interim period on a special intensified alternative program, four more months regular classwork, and a final month in a second alternative program. There is an optional alternative program summer session available. Preparatory to implementing the program at the elementary level, the 4-1 principle is applied to the learning week, with four days devoted to regular classwork, and one day spent in an alternative program.

Jefferson County School District, Louisville, Kentucky

This district will implement a system-wide, 1-12, Elective Four Quarter Plan in the fall of 1972 and officials anticipate 6-7,000 students in attendance in the 1973 summer quarter, based on survey results. Extensive curriculum revision to facilitate the plan has been accomplished. Dr. Oz Johnson, Assistant Superintendent, estimates the attendance figure as conservative and is convinced the plan will stimulate high student interest once in operation.

Artesia School System, California

This system is operating the Venn W. Furgeson Unified Flexible All-Year Program in Venn W. Furgeson Elementary School. Utilizing a continuous progress curriculum in areas of reading, math, language, arts,and science which has been divided into concept levels, the program makes possible a parent-choice special vacation period of up to three weeks at any time during the school year, with "repayment" of days possible at Christmas, spring vacation, in July or August. School is kept open all year long, and students can attend a minimum of 175 days or as many more as they want or need.

Rochester Area School District, Pensylvania

This district implemented Optional Four Quarter system K-12 in September, 1971. The implementation occurred as a direct result of curriculum and program revision which had been going on since 1966. According to Matthew Hosie, Superintendent, the decision to implement, ". . . came only after the restructuring of the curriculum and the construction of a new modern facility made it virtually impossible to take any other course."

Extended School Year/Continuous Progress Plan

Motivating Objectives: Objectives for this plan can vary from improved space utilization to improved educational opportunities, or both of these.

The Plan: Essentially the plan operates by increasing the length of the school year by any significant number of school days, to 210 days for example, and then equalizing the distribution of the added days by means of reducing the amount of time devoted to any one subject during each week. The end result of this action is to free time for each student which he can then utilize for enrichment, acceleration or remediation. The more individualized the instructional program, the greater the chances for success.

Extent of Implementation: This program has been researched intensively by Dr. George Thomas, acting in a consultant capacity to the New York State Department of Education. Its implementation has been limited to pilot applications, thus far, and these have not endured for a variety of reasons. Most notable have been the absence of total staff and community commitment necessary to effectively teach students how to utilize increased freedom in time, and the absence of suitable instructional materials necessary to facilitate a true individualized approach at the secondary level.

Financial Impact: Variable, depending upon scheduling and program adopted. Operating costs will be increased, but the acceleration approach could release space.

APPENDIX II

CALENDAR PLANNING IN OHIO

Akron Public Schools

Feasibility study completed in 1970, but concentration of effort has been placed on Creative Learning/Enrichment Centers for summer education activities.

Ashland Public Schools

Staff and community interest in the 45-15 resulted in application for an award of a grant from The Martha Holden Jennings Foundation for an exploratory study. The Superintendent and a cross-section of staff and community visited Valley View and have made their observation the subject of wide-spread staff and community discussion. The idea remains under consideration.

Aurora Public Schools

In April, 1972, a study committee found double sessions preferable to year round schools.

Butler County (Fairfield Local)-Hamilton County (Forest Hills Local) Public Schools

Completing first year of a three year Title III grant to revise curriculum to facilitate optional four quarter approach at the secondary level in two pilot applications. Implementation of quarter curriculum approach set for 1972-73 school year at Fairfield High School, Butler County, and Forest Hills High School, Hamilton County,for regular school year only; i.e.,three quarters are scheduled from September to June.

Cincinnati Public Schools

In September 1971, the Cincinnati School District implemented at the secondary level a reorganized school year featuring four ten-week pentamesters. The pentamester courses are totally autonomous units each carrying academic credit. This approach facilitates a variety of Independent Quarter Courses and also makes possible student schedule changes within the year in cases where students experience difficulty. The Pentamester plan has resulted in a continuing need for and attention to curriculum restructure as well as the gradual disappearance of required sequencing of courses in some subject areas. School officials are hopeful that state and local funding will make possible a fifth pentamester in summer and stand ready to implement such a program.

Columbus Public Schools

Extensive evaluation studies engendered the "Columbus Plan" which has four phases, the first of which is operational. The others will or will not be implemented depending upon a variety of factors.

Phase I Summer School Interim Plan —
A continuation of present tuition-free summer school at central locations, for purposes of enrichment and remediation.

Phase II Summer School Interim Acceleration Plan —
Adding courses to Phase I approach to facilitate early graduation (1973).

Phase III Voluntary Four Quarter —
Expansion of existing program to full-blown fourth quarter.

Phase IV Mandatory Four Quarter

Elida Public Schools

Feasibility study conducted, and idea dropped because of adverse community reaction.

North Canton Public Schools

In July of 1971 a staff report to the Board of Education concerning Valley View resulted in the formation of a 38 member committee representing a cross-section of the community. This main committee then subdivided into 13 subcommittees each oriented around major aspects of change in the school calendar.

Aided by a grant from the Stark County Foundation, these subcommittees intensively researched their respective problems over the 1971-72 school year and compiled reports. With the aid of an Advisory Board, these reports were refined, completed and presented to the Board of Education for consideration.

The Board of Education is expected to take some form of action at a subsequent meeting.

Toledo Public Schools

In February of 1972, a Citizen Study Committee on Year Round Education was organized to explore various alternatives to the present school year. The Committee features a cross-section of school staff, community, and student representation and has met extensively since its organization. The Committee presented an interim recommendation to the Board of Education in May, proposing in a combination recommendation that the 45-15 plan be implemented on a pilot basis for those schools experiencing overcrowding, and that a four quarter, 50-15, or quinmester plan be implemented on a pilot basis as a means of creating greater program flexibility to better meet student needs. The Committee recommended implementation of these projects in Fall 1973.

Union-Scioto School District

In 1970 this district constructed a modified 45-15 plan that received widespread acceptance from staff, parents, and industry. However the receipt of a substantial grant award, making possible the construction of an intermediate learning center and new high school facilities, relieved the immediate pressures motivating interest in 45-15. According to school officials, the plan resides "on the shelf, ready to go" and enthusiasm about its educational potential remains high.

West Carrolton School District

Study committee report and recommendation in the hands of school board after one year's investigation. School board action pending on study committee's recommendations to adopt 45-15.

* * *

The foregoing studies are presented to illustrate the widespread and varied interest in school calendar revision in Ohio. Many other districts are also considering rearranging and extending the school year with differing degrees of interest.